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CHILD DEVELOPMENT TRAINING PROGRAM FOR VOCATIONAL HOME ECONOMICS TEACHERS.

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TWENTY-EIGHT VOCATIONAL HOME ECONOMICS TEACHERS FROM 20 STATES PARTICIPATED IN A 6-WEEK SUMMER WORKSHOP FOR FIVE CREDIT HOURS IN TWO COURSES DEALING WITH CHILD CARE. THE PROGRAM WAS DESIGNED TO PREPARE HIGH SCHOOL TEACHERS TO SET UP OCCUPATIONAL CHILD-CARE AIDE TRAINING PROGRAMS AND TO STRENGTHEN THEIR ACADEMIC BACKGROUND IN CHILD DEVELOPMENT AND FAMILY RELATIONS. IN ADDITION TO THE COURSES, LABORATORY EXPERIENCES WITH CHILDREN IN NURSERY SCHOOL AND DAY CARE SETTINGS, FIELD TRIPS TO CHILD CARE AGENCIES, AND A GRADUATE-LEVEL SEMINAR WERE PRESENTED. THE FIRST HALF OF THE SEMINAR DEALT WITH LEARNING ABOUT THE ADOLESCENT GIRL WHO WILL SEEK CHILD CARE TRAINING AND THE LATTER HALF WITH DEVELOPING THE PHILOSOPHY, OBJECTIVES, COURSE CONTENT, AND RESOURCE MATERIALS FOR A CHILD CARE TRAINING PROGRAM. MATERIALS DEVELOPED WERE "A CHILD CARE TRAINING PROGRAM," "ORIENTATION TO CHILD CARE EMPLOYMENT," AND "DEVELOPMENT OF JOB SKILLS FOR WORK WITH YOUNG CHILDREN." EACH UNIT IN THE LAST TWO HAS SUGGESTED CONTENT, LEARNING EXPERIENCES, RESOURCES, AND A BIBLIOGRAPHY. FOLLOWUP EVALUATION IN LATE 1966 SHOWED THAT NINE CHILD CARE TRAINING PROGRAMS WERE IN OPERATION, THREE OTHERS WERE IN THE PLANNING STAGE, AND SIX OTHER COMMUNITIES HAD INDICATED A NEED AND WERE PLANNING EVENTUAL DEVELOPMENT OF SUCH PROGRAMS. IT WAS CONCLUDED THAT A 6-WEEK SUMMER WORKSHOP IS A MINIMAL BUT PRACTICAL AND EFFECTIVE MEANS OF ASSISTING TEACHERS IN SETTING UP WAGE-EARNING CLASSES AND UPDATING THEIR KNOWLEDGE. (FP)

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CHILD DEVELOPMENT TRAINING PROGRAM FOR VOCATIONAL HOME ECONOMICS TEACHERS

Helen Sulek, Principal Investigator
Department of Human Development and the Family
University of Nebraska

April 1, 1967

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Project No. 6-2186
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University of Nebraska

April 1, 1967

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS iv

SUMMARY OF PROJECT v

INTRODUCTION 1

OBJECTIVES 3

WORKSHOP PROGRAM 4

Workshop Participants 5

Structure of Workshop 7

Curriculum Materials Developed. 11

RESULTS AND EVALUATION OF THE PROJECT. 12

Results of the Workshop 12

Follow-up Evaluation. 12

Initiation of Training Programs 13

Follow-up Evaluation Visits to Centers in Operation. 15

Training Programs to be Initiated 16

GENERAL CONCLUSIONS AND RECOMMENDATIONS. 17

TABLE OF CONTENTS--APPENDICES

A CHILD CARE TRAINING PROGRAM. A-1
    Philosophy. A-2
    Objectives. A-3
    General Recommendations A-4
    Selection of Students A-8
    Advisory Committee. A-10
    Survey of the Community A-11
    Evaluation of the Training Program. A-13
ORIENTATION TO CHILD CARE EMPLOYMENT B-1
    Personal Development of the Child Care Aide B-3
    Identifying Child Care Job Opportunities. B-15
    Applying for a Job. B-19
    Understanding the Meaning of Work B-24
DEVELOPMENT OF JOB SKILLS FOR WORK WITH YOUNG CHILDREN C-1
    Child Growth and Development. C-2
    Behavior and Guidance C-6
    Play. C-16
    Health and Safety C-23
    Management. C-31
GUIDE FOR SETTING UP A LABORATORY. D-1

The investigators express their appreciation to the trainees who attended the workshop and to the state supervisors of vocational home economics education who encouraged them to attend. They are to be commended for their professional interest in introducing a new facet of home economics into the high school curriculum.

Appreciation is also expressed to the many professional persons who contributed to the workshop program, many of whom represented other disciplines but were kind enough to assist the Department of Human Development and the Family, University of Nebraska, in this worthwhile project.

SUMMARY OF PROJECT

Grant Number: OEG-3-6-062186-0730

Title: CHILD DEVELOPMENT TRAINING PROGRAM FOR VOCATIONAL HOME ECONOMICS TEACHERS

Principal Investigator: Mrs. Helen Sulek, Associate Professor
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Institution: Department of Human Development and the Family
University of Nebraska

Duration: May 1, 1966 to April 1, 1967

Purpose: The immediate purpose of the project was to conduct a workshop providing intensive training for selected vocational home economics teachers who in turn would set up occupational training programs in their local communities for high school students seeking future employment as aides or assistants in child care centers.

Additional long-range objectives are: (1) to encourage the adolescent to remain in high school and to equip herself with a marketable skill, and (2) to make available a source of better trained aides and assistants for employment in day care centers, thus raising the standards of care provided for young children.

Procedure: A six-week summer school workshop was conducted June 13 to July 22, 1966 at the University of Nebraska for twenty-eight vocational home economics teachers representing twenty states. The program of study included two courses at the graduate level, carrying a total of five credit hours: (1) Human Development and the Family 291, The Child and Family in the Community (2 credits); and (2) Human Development and the Family 294, Nursery School and Day Care Practicum (3 credits).

Laboratory experiences with children in nursery school and day care settings were provided in the University Child Development Laboratory (Department of Human Development and the Family), local Head Start Centers, orthopedic hospital for children, community nursery schools and day care centers.

An additional seminar (non-credit) was conducted by resource teachers and consultants who incorporated related disciplines through lectures and discussion on their area of specialization. Resource persons included: Mrs. Louise Langford (author of Guidance of the Young Child), Dr. Kenneth Cannon (Professor, Brigham Young University), Miss Gertrude Hoffman (Chief of Day Care Services, Children's Bureau), Miss Janet Wilson (Nebraska State Supervisor of Vocational Home Economics Education), Mrs. Deborah Preston (Director, Manpower Child Care Training Program, Omaha, Nebraska), Miss Edna Zamzow (Coordinator of Special Employment; Lincoln, Nebraska Public Schools) and Dr. Don C. Charles (Professor, Iowa State University).

Field trips related to the two courses and seminar were taken to such agencies as the Child Guidance Clinic, Family Service Association, State Department of Public Welfare, and the State Home for Children. An entire day was spent at the Nebraska Psychiatric Institute, part of the College of Medicine, University of Nebraska, located in Omaha, Nebraska. Here the trainees visited the Sight and Hearing Centers for children, J. P. Lord School for orthopedically handicapped children, the Meyer Therapy Center and the therapeutic nursery school for emotionally disturbed children. Dr. Mary Haworth, Associate Professor in Medical Psychlogy, Neurology and Psychiatry spoke to the group.

The latter portion of the seminar sessions was devoted to assessing the needs of the trainees in preparation for setting up their own child care training program in their respective high schools, and developing curriculum materials which would be of use to them in conducting such a program. A library room and an audio-visual room were made available to the trainees for reviewing resource literature and previewing films.

Results: Workshop: All twenty-eight participants completed requirements for the courses offered and were granted the five graduate credit hours. Through the course work they received a concentrated, depth-study of child development and nursery school or day care operation.

The seminar provided a better understanding of the adolescent, her orientation to the world of work, and her training for employment in child care services. The trainees developed, through their cooperative efforts, an extensive compilation of materials for use in setting up a child care training program. These materials which are presented as the appendices to this report, cover three areas: The Child Care Training Program for Senior High School Home Economics Students; Orientation to Child Care Employment; and Development of Job Skills for Work with Young Children. A guide for setting up a laboratory or child study center in the high school is included in the appendices.

An additional result and one of considerable value to the trainees was the extensive interchange of information among the trainees, staff members and resource persons. "After hour" discussion groups provided an opportunity for the trainees to learn more of various high school home economics programs being conducted over the United States, the child care training programs already in progress, and provided an opportunity for the trainees to profit from the experience of those who had already initiated training programs.

Follow-up Evaluation: Progress reports submitted by the trainees in December, 1966, revealed that nine of the communities represented by trainees at the workshop now have child care training programs in operation. Three of the nine were visited by two of the principal investigators in February, 1967. Each of the three visited was considered to be well organized and effectively meeting needs of the students and specific community being served.

Plans are being made by another three communities to initiate programs in 1967; six others indicate a need and are laying some groundwork for the eventual development of a child care training program at the secondary level.

Follow-up evaluation of the workshop by the trainees indicated the course work had provided valuable background information and laboratory experience. The seminar was considered to be a vital part of the workshop in providing opportunities for exchange of information and for developing curriculum materials together. In general, the trainees who are likely to be involved in a child care training program in the future expressed a need for follow-up workshops for further program and curriculum development.

Conclusions: It is concluded there is a recognized, growing need for child care training programs at the high school level in various parts of the country, both from the standpoint of preparing the adolescent girl for employment and of providing a greater supply of well trained child care workers. Willingness to initiate such programs is evidenced by the interest shown among teachers in obtaining the necessary professional training and the positive reaction of school administrators to include it in the curriculum.

It is also concluded that a six-week summer workshop is a minimal but practical and effective means of assisting teachers in setting up wage-earning classes and at the same time up-dating their knowledge of the subject matter involved.

Recommendations: It is recommended a follow-up workshop be conducted, giving those trainees who have initiated programs and have used the curriculum materials developed during the 1966 workshop an opportunity to evaluate the over-all effectiveness and to further refine the program.

Additional workshops should be conducted over the country for educators intending to initiate child care training programs at the secondary level.

CHILD DEVELOPMENT TRAINING PROGRAM
FOR VOCATIONAL HOME ECONOMICS TEACHERS

INTRODUCTION

Increasing concern has been expressed among educators regarding the high school student who, upon leaving school, faces little more in terms of employment than a low-paying job of an unskilled nature. There is often little incentive for this person to remain in school; and as a result, many leave school to seek any type of employment available. There is little opportunity for this individual to rise above this position in life in so competitive and technological a culture, without having had the benefit of some type of occupational training.

As a result, the majority of these individuals will not necessarily develop desirably high standards of personal and family living or of community service and responsibility. Instead, they become part of the unskilled (or semi-skilled, if fortunate) mass of our population, contributing little to society and benefiting themselves even less.

Occupational training in secretarial and accounting skills has long been established at the secondary level of education. However, in the majority of schools across the nation, little else has been offered in vocational preparation other than a college-preparatory course for the benefit of the more competent students and those having the necessary financial support to achieve this goal.

Home Economics is currently showing leadership in successfully introducing occupational training into the curriculum at the secondary level, developed to meet the needs of students who will be unable to avail themselves of occupational or professional training upon graduation. Programs have been established in the areas of food service, clothing construction and laundry work. More recently, interest has centered on the introduction of child care training programs into the home economics curriculum in high school, preparing the student to be an aide or assistant teacher in a child care center. A few such pilot programs are now in operation.

The current rapid growth in the need for good child care facilities in many communities over the United States offers excellent employment opportunities for the qualified young person attracted to this type of work. The increasing number of working mothers having young children yet at home, together with the recognized need for cultural enrichment programs for young children, such as Project Head Start, gives tangible evidence of the need for the establishment of additional day care facilities.

Various surveys and research studies (1, 2, 3, 4) also indicate that many children of preschool age are inadequately cared for by older children of the family or by neighbors, or are in day care centers which are grossly understaffed both in quantity and in quality. Thus, there exists an undisputed need for better trained personnel in existing day care and nursery school facilities throughout the country, as well as need for additional trained personnel to staff needed day care facilities which could be in operation if such personnel could be found.

A near-at-hand resource offering potential staff for such centers can be found among the high school students who must seek employment upon graduation from school. Students interested in such future employment, upon completion of a training program, can well serve as assistant teachers or aides in centers offering care for young children.

The high school home economics curriculum is ideally suited to the implementation of a child care training program. The background course work of child development, family relations, health, personal grooming, nutrition, food preparation, home management and family finances provides the student with the essential basic understandings and skills upon which a good child care training program should be built. The nursery school or play school conducted in many home economics departments offers excellent laboratory facilities for a training program.

It is significant that such training programs be made available at the secondary level even though there are additional programs of similar purpose available at the post high school level in vocational-technical schools, adult education classes and through federally funded programs such as the Job Corp and Manpower Development and Training Program. Incentives are needed to keep students in school to complete their secondary education. Students who drop out of school are not as easily reached and may not necessarily receive sufficient encouragement to seek vocational training in post high school programs. Also, if it becomes necessary for them to seek training which involves tuition fees, many of the individuals most in need of occupational training will be unable to avail themselves of it. This seems particularly pertinent for girls in a society where vocational education for men occupies a higher priority.

Child care training programs, offered in the senior high school home economics curriculum can serve to prepare interested students for employment in a respectable and rewarding field of work; can serve as an incentive to the high school girl to remain in school and more adequately prepare herself for future employment; and at the same time, help to make available a resource of trained personnel which could help raise the standards of child care over the United States.

In summary: the need for occupational training at the secondary level and for well trained staff in day care centers has stimulated an interest among school administrators and vocational home economics educators in establishing a child care training program in secondary home economics curriculum.

References Cited:

1. Boswell, Susan L. A Study of Day Care Provisions and Need In Nebraska, Masters Thesis. University of Nebraska. 1965.

2. Herzog, Elizabeth. Children of Working Mothers. U. S. Children's Bureau. Publication number 382-1960.

3. Child Care Arrangements of the Nation's Working Mothers, 1965. A preliminary report. U. S. Department of Health, Education and Welfare, Welfare Administration, Children's Bureau and U. S. Department of Labor, Women's Bureau.

4. VanZandt, Sally H. Day Care Services for Nebraska Working Mothers. Masters Thesis. University of Nebraska. 1966.

OBJECTIVES:

The recognition of the need for introducing occupational training at the secondary level of home economics education and the need for trained personnel to staff the growing number of child care facilities over the United States (as discussed in the foregoing Introduction) led to the proposal and funding of this project. While it was recognized that the immediate results of this one project alone could not completely fulfill these major needs in our society, it was developed as a pilot project which, in addition to its immediate contributions, would serve to stimulate and promote additional efforts toward meeting these needs.

The immediate objective of the project was to conduct a summer school workshop for a limited number of selected vocational home economics teachers from over the United States who would introduce child care training programs into their respective high school home economics curricula. In addition, each teacher would be better prepared to offer leadership in her state, stimulating interest in the initiation of additional training programs as the need was evidenced. She would also be prepared to offer assistance in the successful development and operation of such programs.

The training of these key educators from over the United States and the programs they initiate will contribute to the eventual accomplishment of certain long-range objectives. The availability of an occupational training program in the high school curriculum, in an area of work which is of interest to many adolescent girls, will motivate them to complete their high school education and to prepare themselves for employment. It will provide an opportunity for employment in a respectable, rewarding and even exciting field of work. In addition to specific training received for working as a child care aide, the trainee will gain a better understanding of her responsibilities as a paid worker. She would have the benefit of an orientation to the "world of work" that she would not otherwise receive.

The preparation of interested young persons for working with children in child care centers will alleviate the serious shortage of qualified staff in these centers. In addition, the quality of care afforded young children will be greatly improved by the replacement of the untrained and sometimes uninterested day care worker with one who is well trained and has chosen this work because she is particularly interested in it.

WORKSHOP PROGRAM:

The introduction of a new unit to any curriculum necessitates careful planning by the teacher. Learning experiences of an academic nature together with related laboratory experiences must be developed and integrated into a meaningful whole, one which will fulfill the objectives as set forth. There must be constant evaluation and adaptations made as necessary.

The introduction of so new a concept to the academic structure of the home economics curriculum as an occupational training program demands even more careful development and implementation. To effectively meet the needs of the students involved, it must be built on insightful understanding of the student involved and the goals to be accomplished, on sound principles of education, and with an awareness of current trends in the field of education.

Because child care training programs at the secondary level are new, there is not as yet a number of "experts" available to give experienced direction toward initiating them. There are no programs of work or curriculum guides which have been used and refined over the years.

The successful initiation of this new facet of home economics education necessitates the bringing together of experienced educators who can combine their knowledge, experience and creative thinking to develop a sound and basic structure. The workshop, conducted as a major portion of this project, was conducted for this purpose.

Workshop Participants: The State Supervisor of Home Economics Education for each state in the United States was asked to recommend vocational home economics teachers interested in participating in a summer school workshop to be conducted by the Department of Human Development and the Family on the University of Nebraska campus, June 13 to July 22, 1966. Applicants necessarily were to have a bachelor's degree or beyond, be experienced vocational home economics teachers currently teaching at the secondary level, and qualified for admittance to the Graduate College, University of Nebraska. It was asked that they show above average competency in academic work, possess qualities of initiative and creativeness and be interested in developing a pilot program of nation-wide scope. Each application was accompanied by the recommendation of the respective high school superintendent, giving evidence of the administrator's willingness to include a training program in the high school home economics curriculum.

The workshop was developed for a possible fifty trainees, one representative from each state. Because all fifty states did not send representatives, additional representatives were accepted from states having a greater immediate interest in the project. As a result, twenty-eight trainees from twenty states enrolled and completed the six-week workshop.

The following home economics educators participated in the workshop:

Miss Dorothy Adcock, Fulton High School, Knoxville, Tennessee
Mrs. Dorothy Brownrigg, Trinidad High School, Trinidad, Colorado
Mrs. Lenora Coursey, Poplar Bluff Senior High School, Poplar Bluff, Missouri
Miss Virginia Demerjian, Wayne State University, Detroit, Michigan

Mrs. Betty Farrington, Cascade High School, Everett, Washington
Mrs. Ruth Frazier, Earl Wooster Senior High School, Reno, Nevada
Miss Ann Fulton, John F. Kennedy High School, Silver Spring, Maryland
Mrs. Margaret Godwin, Westwood High School, Mesa, Arizona
Miss Mary Hayes, North Quincy High School, Quincy, Massachusetts
Miss Florene Hill, Lanier High School, Lanett, Alabama
Mrs. Estoria Jones, C. A. Johnson High School, Columbia, South Carolina
Mrs. Ella Mae Korthals, Huron High School, Huron, South Dakota
Miss Phyllis Lees, Gresham Union High School, Gresham, Oregon
Miss Janet Linse, Rice Lake Senior High School, Rice Lake, Wisconsin
Miss Jeanne Mackie, Milwaukie High School, Milwaukie, Oregon
Mrs. Willie McCrackin, Druid High School, Tuscaloosa, Alabama
Mrs. Genevieve Moore, Hillcrest High School, Springfield, Missouri
Mrs. Mildred Nisley, Adult Education, Omaha Public Schools, Omaha, Nebraska
Miss Dorothy Ordwein, Eastern High School, Baltimore, Maryland
Miss Miriam Parker, Exeter Township High School, Reiffton, Reading, Pennsylvania
Mrs. Loretta Qualls, Livingston Academy, Livingston, Tennessee
Miss Barbara Sawyer, Brein McMahon High School, South Norwalk, Connecticut
Miss Louise Shirts, Clearfield High School, Clearfield, Utah
Mrs. Dorothy Smith, William C. Jason High School, Georgetown, Delaware
Mrs. Glenda Smith, Marshall County High School, Guntersville, Alabama
Mrs. Josephine Thomas, Westside High School, Anderson, South Carolina
Mrs. Esther VanVliet, Plymouth High School, Plymouth, New Hampshire
Mrs. Anna Yancy, Phoenix Union High School, Phoenix, Arizona

The twenty-eight trainess brought a wealth of educational, professional and social background to the workshop. Twelve of the twenty-eight had masters degrees and another five had graduate credit beyond the baccalaureate degree. Altogether, they had a total of some 300 years of teaching experience. Five were chairmen of their respective departments of home economics. Although a majority of the trainees came from the eastern half of the United States, all general areas of the country were represented.

Structure of the Workshop: The program for the six-week workshop was developed (1) to provide the opportunity for trainees to contribute to the development of a well-structured child care training program, and (2) to meet the major needs of the individual trainees. It must be acknowledged that the great diversity of backgrounds in education and experience, and the diversity of expectations on the part of the individual trainees limited the extent to which all the needs of the trainees could be met in a six-week period.

In order to provide the trainees with as great an "informational and theoretical" background as possible to draw upon, the instructional portion of the workshop was devoted to graduate level academic coursework in child development. For some trainees, this was "refresher" coursework; for others, it was above and beyond what they had studied before. The laboratory experiences were new for most trainees and were offered more from an administrative viewpoint than those they had participated in previously.

The seminar, as discussed in a following paragraph, made up the balance of the workshop program. Classrooms, an audio-visual room and a library were set aside for the exclusive use of the trainees. Films and audio-visual aides were available to the trainees for pre-viewing during the entire workshop period. As many library resources pertaining to the project as could be made available were placed in the library room for use by the trainees at any time. Most of the trainees brought curriculum guides and materials which had been developed in their home state; these were also placed in the library and shared with the other trainees.

Courses Offered for Credit: The following courses were offered for a total of five graduate credit hours.

Human Development and the Family 291, Child and Family in the Community (lecture, 2 credits). This course is designed for the student interested in professional work with children and families. Its specific purposes are: to help the student understand the web of community relationships within which each family operates and the effects on the family; to acquaint the student with federal, state and local legislation pertaining to the welfare of children and families; to help the student develop ability to evaluate community provisions in terms of adequacy in meeting developmental needs of children and families; and to acquaint the student with the individual citizen's responsibility for community provisions for children and families.

As a part of the above course, field trips were taken to (or reports heard from) the State Department of Public Welfare, the Community Council, the local Community Action Agency (OEO), the Child Guidance Clinic, Family Service Association, Juvenile Court, and the State Home for Children. An all-day field trip was taken to the Nebraska Psychiatric Institute at the University College of Medicine, Omaha, Nebraska. Here the trainees toured the Sight and Hearing Centers for children, the J. P. Lord School for the orthopedically handicapped child, and the Meyer Therapy Center. They also met with Dr. Mary Haworth, Associate Professor in Medical Psychology, Neurology and Psychiatry, and director of the nursery school for emotionally disturbed children; the trainees observed for a short time in the nursery school.

Human Development and the Family 294, Practicum in Child Development (lecture and laboratory, 3 credits). This course is designed to help students develop a philosophy for guidance of the young child and to help the student develop skill in planning and operating a nursery school or day care center.

The lectures and discussions in this class were directed toward the growth and behavioral characteristics of the young child; the philosophy of nursery school education; the nursery school, kindergarten and day care programs and routines; helping the young child adjust to out-of-the-home care; the exceptional child; parent relationships; and community relationships. Each trainee was assigned to assist in the Child Development Laboratory (a nursery school operated by the Department of Human Development and the Family) one session per week; observe and/or assist in a local Head Start Center one session per week; and visit a ward at the local orthopedic hospital for children at least once. Many trainees elected to voluntarily attend additional sessions in all of these, for their own experience. Some also visited church nurseries for exceptional children.

Seminar: The balance of the workshop program was devoted to the seminar. This was offered without University credit, but was considered equivalent to a three-credit course at the graduate level. The seminar was developed particularly to provide the structure through which the trainees could work together as a group, as sub-committees, or independently when the need arose. The seminar was used to supplement the course work covered in the other two classes, to cover additional areas of importance not offered in the classes, and to permit the trainees to develop together the philosophy, objectives and some instructional materials to be used by the trainees in setting up their child care training programs upon returning to their own schools.

The first half of the seminar sessions were devoted to learning more about the adolescent girl who will seek the occupational training in child care: what is this person like; what are her needs, her aspirations, her limitations; what is her relationship to her family, her peer group and her community; how can she best be prepared for entry into the "world of work"?

The development of the individual from infancy through adolescence was summarized; a study was made of the developmental tasks of childhood and adolescence; the significance of adjustment during adolescence to future adjustment in adulthood was considered; a better understanding of the adolescent girl who will be preparing herself for employment was sought. Speakers who led the seminar sessions for this portion included Mrs. Louise Langford, author of the book, Guidance of the Young Child, and former staff member of Kansas State University; Dr. Kenneth Cannon, Professor of Family Relations, Brigham Young University; and Dr. Don Charles, Professor of Psychology, Iowa State University and co-author (with Dr. Warren Baller) of the book, Psychology of Human Growth and Development.

The Vocational Education Act of 1963, in its totality, was discussed by a representative from the State Office of Vocational Education, Mr. Glen Strain; and as it applies to home economics, by the State Supervisor of Vocational Home Economics Education, Miss Janet Wilson. The importance of assessing the potential needs of a community in terms of job opportunities for child care aides and the willingness to employ graduates of a training program was explored.

Considerable thought was devoted to the incorporation of work-experience programs into the high school curriculum. The seminar received direction in this area from Miss Edna Zamzow, Coordinator of Special Employment in the Lincoln (Nebraska) Public Schools and Mrs. Deborah Preston, Director of the Child Care Training Program offered through the Manpower Development and Training Program in Omaha, Nebraska.

Miss Gertrude Hoffman, Chief of Day Care Services, U. S. Children's Bureau, spent two days with the seminar group, presenting an impressive summary of day care services needed over the United States. She was tremendously effective in her challenge to the trainees regarding their potential contributions to the development of better day care services through their child care training programs.

During the latter half of the workshop, the seminar was devoted to developing the philosophy, objectives, course content and resource materials for a child care training program. Part of this was accomplished by the group as a whole, particularly the development of a general statement of philosophy, the basic objectives to be achieved, and the general plan for the training course content. The course content and curriculum materials were then further developed by committees. These are presented as the Appendices to this Final Report.

This was a challenging portion of the workshop and demanded many hours of hard work by the trainees and staff alike. It was necessary to establish a common ground for communication and for the exchange of ideas. It demanded the ultimate of teamwork (which the trainees gave) to integrate the portions developed by committees into a whole which was meaningful and acceptable to all in terms of the objectives to be met.

For some trainees, the information they were dealing with was pertinent to their immediate needs and they could adapt it for their own specific use as they worked with it. For others, who had not yet been involved in the preliminary work of setting up a child care training program, it had only future application and value.

Thus the trainees are indeed to be commended for their hard work, the persistence they exhibited in accomplishing a tremendous task in a very limited time, and for their professional attitude toward the work they were doing. They were respected for the determination they showed in supporting and defending issues with which they were in agreement and equally so for the "healthy opposition" displayed when they were in disagreement. It was only with this spirit that so much could be accomplished in a six-week period.

During this part of the seminar, the trainees gained courage and direction from Dr. Duane Nielson, Director of Educational Resources, U. S. Office of Education, who spent one day with the group and from Dr. Shirley Kreutz, Associate Professor of Home Economics Education, University of Nebraska. Dr. Kreutz spent many hours with the trainees offering assistance in writing the conceptual statements used in the curriculum materials developed. She also conducted several "after-hour" sessions for those who desired additional direction in teaching by the concept method.

Curriculum Materials Developed During the Workshop: The curriculum materials developed by the trainees consist of three parts: A Child Care Training Program for Senior High School Home Economics Students; Orientation to Child Care Employment; and Development of Job Skills for Work with Young Children, as briefly described below. These are compiled and presented in their entirety as the appendices to this final report.

The philosophy, objectives and general recommendations as developed by the workshop participants are set forth in A Child Care Training Program for Senior High School Home Economics Students. It was the general consensus that where possible, the training program should be a two year program, built on a well developed core of course work in child development, family living, general business and economics. Many of these basic courses are currently offered in the high school curriculum and can be drawn upon as part of the training program. Suggested criteria for the selection of students who should enroll in a training program are included. Procedures for setting up a training program are outlined, including sections on an initial survey to determine the need in a community for a training program, function of the advisory committee and evaluation of the program.

The curriculum guide as set forth in Orientation to Child Care Employment covers units on (a) Personal Development of the Child Care Aide, (b) Identifying Child Care Job Opportunities, (c) Applying for a Job, and (d) Understanding the Meaning of Work.

The portion devoted to Development of Job Skills for Work with Young Children includes units on developing skills as related to the areas of (a) Child Growth and Development, (b) Behavior and Guidance, (c) Play, (d) Health and Safety, and (e) Management. A Guide for Setting up a Laboratory is also presented.

All of the units are developed on general conceptual statements, with suggested content, learning experiences and resources for each. It must be emphasized that the materials as compiled were intended by the workshop participants to serve only as a guide for development of curriculum content.

Necessary modifications must be made to best serve each training program. It is assumed a well qualified teacher will be insightful in making use of the curriculum materials in this way.

It is strongly recommended by the trainees as well as the staff and resource persons who contributed to the compilation of curriculum materials that they be evaluated and further refined after being used by a number of teachers.

RESULTS AND EVALUATION OF THE PROJECT:

Results of the Workshop: All twenty-eight trainees completed the workshop and earned the five semester credit-hours from the Graduate College, University of Nebraska. (One trainee has since decided to return to Nebraska to continue work toward a masters degree.) Each trainee received a copy of the curriculum materials which had been compiled. Recognizing that in six weeks time it was impossible to provide all the background course work needed by some of the trainees, and at the same time develop an occupational training program tailored for each trainee's specific situation, it was felt by the principal investigators that the objectives of the workshop had been fulfilled.

Follow-up Evaluation: Questionnaires were sent to the trainees in December, 1966, asking them to evaluate the workshop and make suggestions for similar projects in the future.

The majority of participants indicated the six week period was minimal but adequate. Several indicated an interest in a later follow-up workshop. In general, they reported they had received valuable information from the course work and most indicated they had especially benefited from their participation in the laboratory assignments. Working directly with the nursery school children in the laboratory was given by the majority as being particularly helpful. Several indicated seeing the nursery school equipment and being exposed to the different philosophies of the laboratory teachers would be helpful to them in conducting their own laboratories. Reversing the roles and experiencing that of a student rather than of the teacher gave them a better understanding of the problems their students are likely to experience.

The seminar was considered to be the most significant segment of the workshop by the trainees, as it provided the opportunity to explore together, share information and work on the mechanics of setting up a child care training program. The evaluations reflected approval of the resource consultants who were available during the workshop and that the field trips, particularly to the Nebraska Psychiatric Institute and to the State Home for Children, had been valuable experiences.

A few reported in their evaluations that some of the coursework was repetitious of work they had had previously. This is understandable, considering the variation of academic backgrounds represented by the trainees. The necessity for meeting the academic requirements of the courses bearing credit created some stress for a number of the trainees. It was found, also, that a few had expected to obtain at the workshop specifically detailed procedures (in other words, a "package") which would be ready to put into effect upon their return home with little other modification. This, too, was understandable from the viewpoint of the trainee, but was not the principal goal of the workshop.

For the future, the trainees expressed a further need for management techniques of a high school training course with supervised laboratory experience for themselves; actual participation in other day care centers; opportunities to work with others who are conducting child care training programs; and additional workshops for further curriculum development, perhaps without college credit. Most reflected there would be a need to continue to build on the results of this project--that it would serve as a "good beginning".

Initiation of Training Programs: Progress reports from the trainees in December, 1966, indicated the following programs are in operation:

Mesa, Arizona (represented at the workshop by Margaret Godwin) started in 1963
Anderson, South Carolina (represented by Josephine Thomas) started in 1965
Columbia, South Carolina (represented by Estoria Jones) started in 1965
Trinidad, Colorado (represented by Dorothy Brownrigg) started September, 1966
Norwalk, Connecticut (represented by Barbara Sawyer) started September, 1966
Baltimore, Maryland (represented by Dorothy Ordwein) started September, 1966
Silver Spring, Maryland (represented by Ann Fulton) started September, 1966
Springfield, Missouri (represented by Genevieve Moore) started September, 1966
Knoxville, Tennessee (represented by Dorothy Adcock) started September, 1966

These programs seem to be well planned and to be operating effectively. None of the teachers indicated any major changes are contemplated for the immediate future.

An excerpt is taken from one report written by Miss Dorothy Adcock at Knoxville, Tennessee, as a description of a child care training program in operation:

> My class is made up of sixteen very enthused and happy girls. Their backgrounds are different, and many are seeing that they would like to go on to school and have even more training than this one year. The class meets eight hours a week. They are transported from the school twice a week to four centers. Three centers are under the supervision of Knoxville city schools and one under the Child Development Department of the College of Home Economics at the University of Tennessee.
>
> The class was started with a period of orientation of what to expect from the class and the part that they could assume in helping to structure the program. We did simple philosophies along with their autobiographies, and the girls became very interested in understanding more about themselves and what it would take to be a good child care aide. This led us into problem solving and how to make decisions. Much of this area was done through discussion, role playing and simple dramatizations. The girls began to realize that the more they understood themselves they would have more background for understanding children. We discussed the physical, social, emotional, and mental abilities that would be important to an aide. Also, the routine of the center. Much of this was done through movies, outside speakers, demonstrations, discussions, reports and bulletin boards.
>
> The above covered the first six weeks period with the girls and the teacher becoming more and more interested in what they were doing and what was in the future. Of course, this was observing in the future and being transported to centers to make the observations. We spent time on how to observe, importance of having

> definite ideas to look for in centers, how to write up an observation, and the responsibility each girl must take for her actions in the center. At the time the girls have done some thirty hours of observing.
>
> Dr. Highberger, head of child development, has been very supportive of my program. One of her graduate students has done several classes on play activities with my girls. Each girl had experience with easel paint, finger paint, made up clay and worked with it, telling stories, flannel board and games. Five undergraduate students have worked with the girls on aggressive behavior through discussion, role play and observing for this type of behavior in the centers.
>
> We attended the Tennessee Association for Children under Six as a group. We heard several outstanding people in Child Development such as Dr. Martin from Purdue, Dr. Mary E. Keister from North Carolina, and Dr. Queenie Mills from the University of Illinois. The group also participated in interest groups offered at convention. We are participating in the local preschool group which gives the girls an insight into the importance of professional groups.
>
> The girls will start their laboratory experience next semester spending ten hours a week in class and working in a center.
>
> My experiences have been varied but very motivating and stimulating to both the girls and myself.

Follow-up Evaluation Visits to Centers in Operation: In February, 1967, two of the principal investigators, Mrs. Sulek and Mrs. Gingles, personally visited three of the training programs in operation. These included Knoxville, Tennessee, having sixteen students in the program; Columbia, South Carolina, with forty-three students being trained; and Baltimore, Maryland, serving fifty-seven students. All three programs were considered to be excellent in general philosophy, organization and operation. Each had been well structured to meet the needs of the particular group of students and community being served. The students were enthusiastic, interested and excited about the training they were receiving, and were enjoying their work with children. Two of the girls in the Knoxville center have already been assured of employment upon graduation. A number of the other girls in each of the centers will seek employment in child care centers upon completing the training program. The remainder, who indicated they perhaps would not immediately be employed as child care aides, felt they had personally benefited from the training program by being better able to understand themselves and others around them, and that they would be able to make use of the information and training they had received in a number of other ways.

The administrators in all three centers were most enthusiastic about the program as it was being conducted in their respective schools. In each case they were providing excellent support to the teacher in charge and to the program in general.

Training Programs to be Initiated in the Future: The following child care training programs are expected to be started in the future:

Everett, Washington (represented at the workshop by Betty Farrington) to start February, 1967.
Phoenix, Arizona (represented by Anna Yancy) starting fall, 1967. This program was in operation in 1965, but not 1966.
Milwaukie, Oregon (represented by Jeanne Mackie) fall, 1967.

Groundwork is being laid for possible programs sometime in the future at:

Georgetown, Delaware (represented by Dorothy Smith)
Quincy, Massachusetts (represented by Mary Hayes) hopefully to be offered when the new Vocational Technical School opens in September, 1967
Gresham, Oregon (represented by Phyllis Lees)
Reiffton, Reading, Pennsylvania (represented by Miriam Parker) when their building program provides adequate space.

Seven of the trainees responded they have not initiated programs because of insufficient local job opportunities for the child care aide. One indicates her school administrator will approve a training program when approval is obtained from the state. Another reports there is a very positive reaction from the administration toward a home economics related wage-earning program but feels areas other than child care would be developed first. Another says there is a need in her community but lack of interest; one trainee who had laid some groundwork for a program resigned because of illness and the work has not been continued; and the one trainee who has not been in home economics at the secondary level this year, will be next year and hopes to initiate a program then.

One of the objectives of this project was to encourage the trainees to offer leadership to the states they represented upon their return home. Most report they have spoken at their respective state home economics meetings or at conferences for vocational teachers. Several displayed their collection of resource materials at these meetings or have shared them with other interested persons. One trainee is helping to develop a city-wide curriculum guide; another is serving on the advisory committee for a district occupational skills center.

GENERAL CONCLUSIONS AND RECOMMENDATIONS:

The following conclusions and recommendations are made by the principal investigators at the conclusion of the project:

1. The six-week workshop, though minimal, effectively fulfilled the objectives of the project as set forth.

2. The child care training programs in operation have been carefully initiated and are meeting needs of the students as well as the communities in which they operate.

3. Interest is being stimulated, as a result of this project, for the initiation of additional child care training programs.

4. It is recommended that an additional workshop be funded and conducted by the Department of Human Development and the Family, University of Nebraska, as a follow-up project for the trainees who participated in the 1966 workshop and who are involved in conducting a child care training program.

5. Workshops and conferences should be conducted independently on the state level over the country to effectively update subject matter and teaching methods of teachers in the field.

The following curriculum materials were compiled by the twenty-eight vocational home economics teachers who attended the workshop as reported in the preceding final report. The materials were developed primarily for use by the workshop participants in setting up their own child care training programs. To be of use to teachers in schools not represented at the workshop, the content must necessarily be adapted to fit the needs of the particular school and students involved.

It must be emphasized that the materials as presented are "working materials" only, and were compiled in a limited time. They are not set forth as a finished product, but rather a collection of teaching guides and resource materials which should be further developed and refined after having been used by a number of teachers.

Keeping these things in mind, they may be used by anyone who finds them helpful in developing a child care training program at the secondary level.

APPENDICES

A CHILD CARE TRAINING PROGRAM

FOR

SENIOR HIGH SCHOOL HOME ECONOMICS STUDENTS

Philosophy

Objectives of the Child Care Training Program

General Recommendations and Considerations

Suggested Sequence of Procedures for Developing Occupational Employment Programs

Selection of Students to Train

The Advisory Committee

Survey of the Community

Evaluation of the Training Program

(Working Copy, Only)

PHILOSOPHY

We believe that caring for young children is an important and rewarding experience; and further, should be done by persons who have been carefully selected and well trained. Because of the changing role of the family in today's society, we see an increasing need for better child care services and for effectively trained personnel to staff them.

The maturing high school student shows potential for such employment if she enjoys working with children, if she shows evidence of insightful understanding of human relationships, and if she possesses wholesome attitudes toward working with others. Through wise training and guided experiences, the student can learn to recognize the worth of every individual, to enrich the lives of children and to effectively provide care for them. At the same time, she will benefit personally from the satisfaction of preparing herself for a respected vocation.

Our present concern is to prepare the student for such a satisfying and remunerative vocation and at the same time provide the quality of care which should be afforded young children.

OBJECTIVES OF THE CHILD CARE TRAINING PROGRAM

To help the student:

1. Develop a marketable skill in services for children.
2. Acquire increased knowledge of the normal growth and behavior of children.
3. Develop skills and techniques (based on the knowledge of normal growth and behavior) as related to her role as a child care aide.
4. Develop favorable attitudes, work habits and relationships with children, parents, employer, and fellow employees.
5. Develop her ability to manage time, money, energy and properties as a wage-earner.
6. Find satisfaction in her role as a worker with young children.
7. Become aware of opportunities for employment in the field of child care services.

GENERAL RECOMMENDATIONS AND CONSIDERATIONS

It is recommended that the child care training program be a two year program. The young person who intends to graduate with a marketable skill in child care services should be identified if possible no later than the tenth grade so that adequate preparation can follow during the junior and senior years.

Employers' expectations may very well exceed the maturity and competency that can be expected of the high school graduate who has received training for child care employment. To minimize the gap between qualifications and expectations, the core program should include depth study in child development, together with courses in family living, general business and economics that are offered in the school curriculum.

In some situations it is possible to devote only one year to the training program and supporting courses in the high school curriculum are limited. When this is the case, both the aide and the employer should be counseled regarding the value of continued in-service training and the advisability of the aide taking additional course work in an adult education program (post high school) to further her growth in competencies and professional attitudes.

It is essential that programs be adapted to the abilities of the students enrolled. Each student should be provided learning experiences and opportunities to develop skills in relation to her own unique abilities and talents.

Students of limited abilities will require careful supervision in both the academic program and work experiences. The degree of limitation will determine the kinds of responsibilities and job opportunities appropriate for the student as well as the length of time necessary for her to receive adequate training and follow-up, on-the-job supervision.

Each girl who chooses the care of children as her vocation comes with unique concepts of herself and her relationship to children. The real challenge to each home economics teacher in preparing the aide to care for children is to increase within the aide the awareness of the individual worth of a child, regardless of race, creed or financial position, and to increase her awareness of her role in the care of children. Her learning experiences should develop her appreciation of children and their diverse ways of responding to the world, and to kindle within her a sincere desire to continue learning about children and their feelings, beyond the minimum preparation required for employment.

SUGGESTED SEQUENCE OF PROCEDURES FOR DEVELOPING OCCUPATIONAL EMPLOYMENT PROGRAMS

1. Appoint an advisory committee, and with its assistance:

    a. Determine employment opportunities related to home economics skills and knowledge existing in local areas through occupational surveys.

    b. Determine the availability of students who have interest, aptitude and ability to profit from the program.

    c. Set forth the course(s) or program(s) to be offered.

2. Develop the curriculum to be offered to meet the unique needs of the students, the needs of the community, and the requirements of the specific occupation.

    a. Analyze the job as a basis for course content.

    b. List qualifications needed by trainees in terms of

        1) educational background
        2) minimum age
        3) interests and aptitude
        4) suitable personality

    c. Develop the curriculum

        1) state clear-cut objectives based on the requirements of the job

        2) plan course content and teaching procedures

        3) select teaching materials and resources (books, bulletins, pamphlets, periodicals, audio and visual aides, and field trips)

        4) develop appropriate work experience situations, adequately supervised to assure the development of the competencies required in the occupation.

3. Evaluate facilities and equipment available. Determine what is needed additionally.

4. Develop a budget, covering such items as staff salary, supplies and equipment.
5. Establish criteria for determining when a student is ready to be recommended for employment.
6. Organize a plan for job placement and keeping a record of placements, if the school assumes this responsibility.
7. Organize a plan for follow-up evaluation of the program. Maintain records which will indicate whether students enter and follow the occupation for which they have been trained.

SELECTION OF STUDENTS TO TRAIN FOR JOBS RELATED TO THE CARE OF CHILDREN

Because all persons within a child's environment are an influence upon him, it is important that only those students who seem well suited to work with children be encouraged to enroll in the program. The suitability of an individual as a potential trainee may be assessed by use of interest inventories, school attendance records, recommendations from counselors and teachers, personal interviews, and parental interviews and consent. It is recommended that a letter of information be sent to the parents and a home visit be made before the student begins the training program.

Suggested Student Qualifications:

Be enrolled as a junior or senior in high school

Have an interest in seeking employment in this service area

Have ability to profit from training

Be able to follow both written and oral instructions

Have a good attendance record

Qualify for health card

Desirable Personal Qualifications:

"An inherent liking for children"--Miss Hoffman

"Profound esteem for all human beings"--Mrs. Preston

Real desire to work with children

Ability to communicate with small children as well as with fellow workers

Ability to get along well with others--teachers, parents, and other authority figures; peer group; etc.

Emotional stability--relaxed, without tension

A person whose needs have been so well met that she can give of herself

Reliability--accepts responsibility and is dependable

Initiative--recognizes situation that needs her attention

Flexibility

Imagination

Physical stamina

THE ADVISORY COMMITTEE

The purposes of the advisory committee are:

1. To serve as a liaison group between the school and the community.

2. To help interpret the training program to the families involved, prospective employers, and the community as a whole.

3. To advise on objectives, course content, and skills expected in child care training.

4. To advise on criteria for the selection or recruitment of trainees.

5. To help obtain information regarding job opportunities for the trained child care worker.

It is suggested that the following persons or organizations be represented on the advisory committee:

- Child Development Specialist
- High School Administration
- Department of Child Development and/or Psychology (College or University)
- Day Care Centers or Nursery Schools
- Employment Service
- Counseling Department of High School
- Parent-Teacher Association
- Welfare Department
- City-County Health Department
- Legal Representative

The committee should be limited in size to the number which will give the desired agency representation and yet be functional. A method should be established for selecting future committee members and for rotating term of membership.

SURVEY OF THE COMMUNITY, PRIOR TO SETTING UP A CHILD CARE TRAINING PROGRAM

The purposes of an initial survey are:

1. To determine opportunities for employment in the geographic area served by the school.

2. To determine the number of students who are interested, and who have the ability and aptitude for training at various skill levels.

3. To determine the community's willingness to participate and cooperate in the training program.

4. To determine the skill level of performance required for the jobs likely to be available.

5. To determine the availability of community resource persons who could be called upon to assist with the training program.

Names of agencies or businesses to contact regarding employment opportunities for the trained aide may be secured through employment agencies, licensing bureaus, community councils or the yellow pages of the telephone book. Businesses or organizations which employ child care workers include: nursery schools, day care centers, Head Start Centers, private kindergartens, after-school day care centers, hospitals, YWCA, restaurants, motels, shopping centers, and bowling alleys.

Suggestions for conducting a successful survey:

1. Plan and develop the survey with the assistance of the advisory committee.

2. If possible, obtain the needed information by means of the personal interview.

3. Interview several individuals on a trial basis; if necessary, revise the survey format until it is in a concise and useable form, gives the needed information, is easily administered and tabulated.

4. Compile list of individuals and/or organizations to be contacted.

5. Wherever possible, arrange for interview appointments in advance by telephone.

6. Begin the interview with identification of self and an explanation of the purpose and importance of the interview.

7. When the survey questionnaire must be mailed, be sure to include a cover letter stating the purpose of the survey and requesting cooperation. Fully identify the auspices under which the program is being initiated.

8. Explain how the information gathered will be used, and assure anonymity if this is desirable and possible.

The information gathered through the survey should be summarized and made available to those involved in setting up the child care training program. The program must be developed to meet the needs of the students and the community as evidenced by the survey.

EVALUATION OF THE TRAINING PROGRAM

A. Purposes of the evaluation

1. To determine the effectiveness of the program in terms of the trainees' performance and their ability to secure and keep their jobs.

2. To provide the instructor with a means of upgrading the course content.

3. To provide information which will keep the advisory committee informed and enable the committee to make recommendations for future growth of the program.

B. Instruments used in evaluation

1. Personal interview
2. Questionnaire
3. Observation

C. Suggested information to be secured

1. Number enrolled in the training program
2. Number completing the course
3. Number of trainees employed
4. Number of trainees with continued employment in the same job area; length of employment
5. Number of trainees holding a succession of jobs in related or unrelated areas; number unable to hold a job
6. Trainee's job satisfaction
7. Employer's satisfaction

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ORIENTATION TO CHILD CARE EMPLOYMENT

Personal Development of the Child Care Aide

Identifying Child Care Job Opportunities

Applying for a Job

Understanding the Meaning of Work

(Working Copy, Only)

The area, ORIENTATION TO CHILD CARE EMPLOYMENT, is developed in four parts: Personal Development of the Child Care Aide; Identifying Child Care Job Opportunities; Applying for a Job; and Understanding the Meaning of Work. It is intended that the material could be covered in its entirety as a course, or parts which have not been covered adequately in previous course work could be presented as units.

It is imperative that the child care aide be in command of sufficient basic knowledge and skills to function well in our economic system and the "world of work". The person who is competent and confident in the areas of study outlined will be prepared to function at a higher level on the job and in society.

The persons assuming the responsibility for training young women to be child care aides should be particularly aware of the personality development of the aide. Each girl should be led to recognize the importance of continuing her efforts toward self-improvement and self-understanding as a basis of her readiness to work with young children.

PERSONAL DEVELOPMENT OF THE CHILD CARE AIDE

MAIN STATEMENT: During the process of self improvement, the individual develops a set of values, understandings, and attitudes which will provide a foundation for his effectiveness in the world of work.

Objective: As a result of the study of this concept, the aide--through having a better understanding of herself, her own attitudes and values--will be better prepared to fulfill her role as a child care aide in a mature and responsible way.

Content	Learning Experiences	Resources
When a person's attitudes and actions reflect values appropriate to his age and stage of development, he is said to be exhibiting mature behavior.	Write a brief autobiography, giving incidents you have experienced in growing up which have greatly influenced your attitudes, values, and general maturity. In what ways do you feel quite mature? In what ways, immature?	Book: Barclay and Champion, TEEN GUIDE TO HOMEMAKING Pamphlets: "Do Your Dreams Match Your Talents"
Each person's behavior and level of maturity are influenced by attitudes, values, and interpretations of his environment which he has accumulated through his experiences.	Use a flannel board to demonstrate the development of mature behavior. Make a ladder to represent maturity. On the bottom rung, place the word "you"; on each succeeding rung list stages of maturity that may be in evidence at the various age levels.	"Your Personality and Your Job" "Ethics for Everyday Living" "Exploring Your Personality"

Content	Learning Experiences	Resources
	List attitudes and actions that show mature behavior in young people: (a) at school, (b) with your parents, and (c) on the job as a child care aide.	Pamphlets: "What is Honesty" "Growing Up Socially"
	Analyze some case studies which show instances of mature and immature actions.	
To the extent an individual's developmental needs are consistently met, and in an atmosphere of emotional warmth and love, he develops a basic trust in himself and in the world around him.	Have a child psychologist or counselor speak on how personality develops.	Pamphlet: Menninger, "Understanding Yourself"
	List personality traits which would indicate the child care aide feels comfortable and secure within herself.	Books: Bailard and Steong, WAYS TO IMPROVE YOUR PERSONALITY Landis and Landis, BUILDING YOUR LIFE
	List feelings of insecurity an aide is likely to feel because of her inexperience. Analyze the basis for these and discuss how she can rise above her insecurity.	Berry, MANNERS MADE EASY

Content	Learning Experiences	Resources
When a person has developed a basic trust in himself and in others around him, he is free to give of himself.	Discuss instances in which persons working with children must put the child's well-being and happiness above that of their own.	Film: "Act Your Age" Filmstrip: "Think of Others First"
He is able to place the responsibilities of his work above his own personal (perhaps selfish) satisfactions.	Minute-Drama--one group to illustrate the aide who thinks only of herself, such as: making personal telephone calls while on thejob; arriving late and asking to leave early. Another group to illustrate the aide who can accept the expectations of her job and the limitations it places on her personal interests.	Books: Craig, THRESHOLDS TO ADULT LIVING
In times of stress, the tension we experience is easily reflected in our words and actions.	Minute Drama--illustrate the emotional pressures within a person which may erupt into his surface personality.	Duvall, FAMILY LIVING Peterson, SUCCESSFUL LIVING
	Discuss ways of resolving the inner conflicts one is likely to experience.	Strang, THE ADOLESCENT VIEWS HIMSELF

Content	Learning Experiences	Resources
If one has an understanding of his own feelings and his relationships to others, he is better prepared to accept suggestions (and criticism) from others.	Shadow Play, behind sheet of thin screen, "mannerisms" which might annoy employer or even child under aide's care. Discuss.	Book: Sferra, Wright and Rice, PERSONALITY AND HUMAN RELATIONS
	Role play mature and immature ways of reacting to situations, such as: (a) a child care aide after her employer has criticized her work; (b) a child care aide when a child has made an uncomplimentary remark about the snack she has served.	
	Make tape recordings of class members saying such things as "Did you eat yet?" (J'eat yet); "Why don't you come over?" (Whyncha C'mover?).	
	Discuss impressions employer, parents, fellow-workers and children are likely to have as a result our actions and speech.	

Content	Learning Experiences	Resources
When one more fully understands himself and those with whom he works, he is likely to develop positive relationships with others.	Identify traits which promote positive relationships with others, such as: patience, kindness, tactfulness, courtesy, friendliness, promptness, dependability, discretion, and cooperation.	Films: "Control Your Emotions" "Act Your Age" Book: Ganley and Elias, KNOWYOURSELF, chart, p. 67, "Rating Myself on Getting Along With Others"
	List incidents which will demand the above traits on the part of the child care aide. Act out incidents demonstrating the presence or absence of courtesy, tactfulness, etc.	Pamphlets: "Your Attitude is Showing"
	Observe persons employed as clerks, waitresses, or receptionists; compile a list of behaviors observed which would help to promote positive relationships and a list that would build negative relationships. Analyze and discuss each.	"Getting Along With Others"

Content	Learning Experiences	Resources
One is more effective in his own living and in relationships to others if he is physically well.	Dissuss the importance (to herself and those about her) of optimum health when serving as a child care aide.	Book: Bauer, et al, NEW HEALTH AND SAFETY
Physical well-being, stamina, and vitality come as a result of having nourishing food, sufficient exercise, adequate rest and protection from disease.	Prepare posters and bulletin board illustrating the importance of good health; habits which are basic to the continuance of good health; and the responsibility the aide must assume for maintaining optimum health.	
	Observe teachers in child care centers; discuss the energy and vitality that a person caring for young children must have.	
	Have a public health nurse talk on the importance of good health to the aide herself and in her relationship with young children.	

Content	Learning Experiences	Resources
	Visit the city or county health department; have a doctor or nurse discuss the reasons for qualifying for a health certificate.	
	Make arrangements for students to have examinations for health certificates.	
Cleanliness and good grooming contribute not only to the well-being of the individual but also to the attractiveness of appearance.	Give special emphasis to the importance of personal cleanliness and grooming.	Book: Barclay and Champion, TEEN GUIDE TO HOMEMAKING
	Develop a self-analysis check list and keep a record of personal grooming habits for a week. Analyze as to need for improvement.	Pamphlets: "Guide to Good Grooming"
	Schedule "surprise" evaluations of grooming, letting girls rate themselves: is your hair clean? did you brush your teeth? are your nails filed and clean?	"They Ask Why"

Content	Learning Experiences	Resources
	View film on good posture. Evaluate each other's posture in standing, walking and sitting. Practice good posture for particular situations.	Film: "Improve Your Posture" Pamphlets: "My Reflections" ""Posture on Parade" "A Girl and Her Figure"
Personal appearance is an important factor in getting and keeping a job.	Discuss hair styles, use of cosmetics and styles of dress appropriate for the child care aide.	
	Role play good and bad examples of dress. Emphasize suitability for the work the aide will be doing as well as her need to be presentable in public.	Books: Craig, et al, CLOTHES WITH CHARACTER Craig, THRESHOLDS TO ADULT LIVING Sturm, GUIDE TO MODERN LIVING
	Discuss such undesirable habits as chewing gum while working, wearing pin curls, gawdy jewelry or excess perfume.	
As a result of having a better understanding of ourselves, and of the importance of personal development and personal improvement, we will be better prepared to enter the world of work.	As a class project, develop a HANDBOOK FOR THE CHILD CARE AIDE.	

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IDENTIFYING CHILD CARE JOB OPPORTUNITIES IN THE COMMUNITY AND NATION

MAIN STATEMENT: When one becomes familiar with existing job opportunities and the qualifications expected of persons seeking employment in the areas of work represented, one is more realistically aware of the vocation he is entering.

Objective: To assist the student in assessing the existing opportunities for employment; and as a result, realistically seek the type of job in which he can be successful and that will bring him personal satisfaction.

Content	Learning Experiences	Resources
The growing need for care of children, by persons other than family members, provides many job opportunities for the child care aide.	Survey the community as to types of services offered for the care of children.	Day care centers, nursery schools, private kindergartens, churches, hospitals, recreational centers, orphanages, etc.
	Send class representatives to agencies caring for children, for information regarding job opportunities for the child care aide.	
	Invite persons from child welfare, the employment bureau, school placement bureau, etc., to aide students in the identification of existing job opportunities.	
	Discuss and analyze types of jobs found to be available. What special qualifications do some demand?	

Content	Learning Experiences	Resources
The preparation for employment and responsibilities expected of the child care aide will differ with various jobs.	Invite a panel of persons representing different agencies such as day care center, orthopedic hospital for children, and a nursery school for retarded children. Ask them to discuss similarities and differences in jobs offered by their agencies. What qualifications do they expect of day care aides?	Pamphlets and Films: (refer to bibliography: Identifying Child Care Job Opportunities)
The student, in relating herself to the world of work, develops individual values and goals which influence her choice of employment and effectiveness on the job.	Discuss the importance of seeking employment for which the individual seems best suited and which will bring the greatest satisfaction to the aide.	
	Have students write a paper on: "The job for which I am best suited."	
	Discuss ways in which a child care aide can learn to adapt to various situations and yet be effective in her work.	

Content	Learning Experiences	Resources
	Explore the future opportunities which might become available to the aide as a result of her accepting employment in agencies willing to hire her at her current level of training. Will there be an opportunity for continued in-service training?	

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APPLYING FOR A JOB IN A CHILD CARE CENTER

MAIN STATEMENT: When the trainee applies for a job, both the employer's requirements and the trainee's personal qualifications and attitudes influence the chance for obtaining employment.

Objective: With a better understanding of the procedures and professional ethics involved in applying for a job, the applicant will be more effective in convincing the employer she is worthy of his consideration.

Content	Learning Experiences	Resources
When a person observes certain professional ethics in applying for a job, the employer is more likely to consider the applicant for employment.	Invite a personnel manager to speak to the class on the techniques of applying for a job.	Books: Carson and Daly, TEEN-AGERS PREPARE FOR WORK
	Have several students interview employers. Let them report to the class the attitudes reflected by employers and the information an applicant would be expected to provide.	Kerly and Walters, HOW TO FIND AND APPLY FOR A JOB Russen, BUSINESS BEHAVIOR
To be effective in offering one's services, the applicant must be equipped with certain facts and information about himself, which an employer routinely solicits.	Collect sample application forms. Study as to the information demanded.	
	Ascertain the information applicant must have available regarding himself, when he applies for a job, as proof of age, social security	

Content	Learning Experiences	Resources
	continued: card, resume of training and experience, health and medical history, health certificate.	Pamphlets: "Looking Toward That First Job"
	Have a representative from the Social Security office visit class and explain laws and regulations as they apply to the child care aide.	"To the Prospective Employee" "How to Get the Job" "What Your Employers Want"
	Secure Social Security cards through application.	"How to Get and Hold the Right Job"
One must be equipped to communicate effectively with a potential employer, to his satisfaction as well as your own.	Practice filling out application forms. Discuss the purpose of the information asked for.	"Merchandising Your Job Talents"
	Discuss the purpose of using names for reference purposes, and how this is ethically done. Write a sample letter asking for a letter of reference or permission to use a name for that purpose.	
	Discuss the purpose of the personal interview. What information will an employer likely want?	

Content	Learning Experiences	Resources
	Role play making successful personal interviews.	
One's outward appearance sometimes "speaks louder than words" to the potential employer.	Discuss etiquette and dress appropriate when making a personal interview.	Book: Berry, MANNERS MADE EASY (For additional resources, refer to bibliography on Personal Development of the Child Care Aide.)
	Prepare posters and bulletin board illustrating the right and wrong dress, cosmetics, and personal grooming for the personal interview.	
	Role play the applicant who is well dressed, prompt, and well prepared for the interview, in contrast to one who is late, improperly dressed and ill-mannered.	
	Invite an 'understanding' man who can role-play with the students as an employer giving them a personal interview.	
One should express his appreciation to the employer for giving his time for the interview. If the position is offered, a letter should indicate your acceptance or regrets.	Discuss the purposes of follow-up letters. Practice writing letters to accept a position or to decline one.	

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UNDERSTANDING THE MEANING OF WORK IN A DEMOCRATIC SOCIETY

MAIN STATEMENT: When changes in society due to technological advances release women from some of the time spent in housework, they are free to assume a dual role in the democratic society.

Objective: A knowledge of the woman's place in the world of work will enable the young woman to better prepare herself to assume a dual role in society.

Content	Learning Experiences	Resources
Our changing society has expanded the role of women to include that of wage-earner in addition to that of homemaker.	Discuss the changes in the role of women. Compare roles of today with the traditional role of women.	
	Discuss, "How has life changed since your parents were teenagers?"	
	Debate: "Is continuing education really important for women,' or "Should mothers of young children work?"	"The Continuing Education of Women--A Challenge for our Society" *Adult Leadership*
Maintaining the home, assuming the responsibility of employment, and achieving personal and/or family goals sometime create pressure on women.	Read magazine articles concerning woman's role in the world of work, and related problems in assuming a dual role.	Current magazines such as *McCalls*, *Ladies Home Journal*, *Consumers Report*, *Changing Times*.

Content	Learning Experiences	Resources
Combining the roles of homemaker and wage-earner brings satisfactions as well as limitations.	Have students interview homemakers who are also employed outside the home. If possible, ask the women to keep a 2 day record of how her time is spent.	Wood, "Management Problems of Homemakers Employed Outside the Home"
	Discuss the interviews. How have these women successfully combined their two roles? Does the woman find enjoyment in all she does? Does her family feel neglected?	
Recruiting cooperation of the other family members can promote their growth in responsibility, independence and consideration for others.	Discuss adjustments that seem necessary in personal and family living when the woman is employed.	
	Role play: (a) cooperation in a family to get jobs done (b) lack of cooperation in a family or indications of self-interest.	
	Discuss services available in community to help women meet the dual role.	Chamber of Commerce Yellow pages, telephone book

Content	Learning Experiences	Resources
One should be aware of the laws and regulations which protect the rights and well-being of the person employed.	Through discussion and written assignments, become familiar with such terms as unemployment insurance, fringe benefits, workman's compensation, legal rights, anti-discrimination laws, etc.	Pamphlet: "Handbook for Young Workers"
	Discussion topics: Why do we have laws regulating work? Is it necessary to have insurance while on the job? What are the rights and responsibilities of the employee? What are the rights and responsibilities of the employer.	
Federal, state and local laws and ordinances are passed for the benefit of persons covered by them.	Invite representatives from the employment agency, welfare department or local licensing agency to speak to the class.	
	What do the state and local ordinances say concerning the age of employees in child care centers? How and to whom is this a protection?	If possible, obtain copies of the state and local licensing standards for the operation of day care or group care centers.

Content	Learning Experiences	Resources
	What are other regulations concerning employees in child care services. Why are these necessary.	
As part of becoming a mature adult, one must be prepared to accept the responsibility for one's own independent behavior.	List the competencies which must be developed if one is to function independently; what responsibilities does one assume, when he becomes a wage-earner?	Pamphlets: "Moderns Make Money Behave" Institute of Life Insurance
An understanding of how to manage one's personal finances contributes to adult independence.	Discuss what expenditures go for the 'cost of living'. What is the importance of analyzing the cost of providing for out daily needs? How would a plan or budget be of help?	"A Date With Your Future" Institute of Life Insurance Book: Packard, THE WASTE MAKERS
	Have the students keep an expense account for a specified time. Analyze as to amounts needed for various aspects of daily living.	Filmstrips: "Your Shopping Dollar" "Your Clothing Dollar"
	Help students to set up a plan for managing their finances.	"Your Foods Dollar"

Content	Learning Experiences	Resources
One can provide for his immediate needs and future security more effectively if he is well informed regarding certain business procedures involved.	Have students prepare reports on services available to the wage earner at banks and saving associations.	Obtain printed information from local banks, savings and loan associations and loan companies.
	Discuss the reasons for establishing checking accounts and savings accounts.	
	Invite speakers from local banks to explain how to open a bank account; how to write a check; how to balance your checking account; service charges; deposits and withdrawals.	Obtain sample check books, record books and savings pass books.
One must be sufficiently well informed to recognize the state of his financial standing.	Obtain examples of pay checks indicating customary pay roll deductions, such as income tax, social security, OASDI, health insurance, etc. Analyze the amounts withheld in relation to the size of the pay check. Discuss the benefit of the withholding to the wage-earner.	Obtain brochures from local social security office, office of internal revenue, insurance companies, etc.

Content	Learning Experiences	Resources
The cost of special services is borne by the person soliciting the services.	Discuss how one establishes credit with various business concerns and the circumstances under which this is desirable.	
	Have class representatives visit department stores, milk companies, utilities, etc. to gather information regarding charge accounts, how they are established, types of charge accounts and service accounts involved. Analyze the percentage of increased cost to the customer when a service charge is involved.	Obtain sample statements from department stores which indicate whether charges are made on credit accounts.
	Have a speaker from a reputable loan company discuss how one applies for a loan, terms of payment, interest costs, loan renewals and forfeitures.	
A person wisely solicits assistance from informed persons when one has reason to question the transaction involved.	Invite a representative from the better-business bureau to discuss business ventures one should be cautious about.	Obtain copies of local ordinances governing door-to-door sales, etc.

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DEVELOPMENT OF JOB SKILLS
FOR WORK WITH YOUNG CHILDREN

in the areas of

Child Growth and Development
Behavior and Guidance
Play
Health and Safety
Management

(Working Copy, Only)

GROWTH AND DEVELOPMENT

MAIN STATEMENT: The complexity of the growth and development pattern makes each child develop in his own unique way.

Objective: As a result of the study of this concept, the aide will be able to understand the factors involved in growth and development as it relates to the well-being of children.

Content	Learning Experiences	Resources
All children progress toward maturity according to basic laws and patterns of growth.	View film "Principles of development" to see rate of growth in children.	Film: "Principles of Development" University of Illinois
Growth is both quantitative and qualitative.	Look at charts with variations of growth of individuals of same age group and varied age levels. Discuss individual differences.	Chart: "Children All Grow Differently" U. S. Dept. of Health, Education and Welfare. Children's Bureau
Growth is a continuous and orderly process.		
Growth proceeds in a cephalocaudal direction. (head to tail)	Use the chart on pages 34 & 35 in Todd & Heffernan's book or some other source to show the aspects of development of preschool children. Discuss.	Book: Todd & Heffernan, THE YEARS BEFORE SCHOOL
Growth proceeds in a proximal-distal direction. (from center of body outward)		Teacher References: Haimowitz & Haimowitz, HUMAN DEVELOPMENT
The tempo of growth is not even.	Observe several children of the same age. Observe and discuss the variations.	Hurlock, CHILD DEVELOPMENT

Content	Learning Experiences	Resources
Different aspects of growth develop at different rates.	Show film: "Your Children's Play" to see growth sequence	Film: "Your Children's Play" University of Illinois
Both rate and pattern of growth can be modified by conditions within and without the body.	View motor sequence chart with opaque projector. Discuss sequence of growth of children, emphasizing manipulative skills.	Chart: "The Motor Sequence" U. S. Dept. of Health, Education and Welfare.
Each child grows in his own unique way.		Pamphlets: "Your Child from One to Six" Children's Bureau
Growth is complex, all of its aspects are closely interrelated.	Read and bring to class case situations for discussion as to skeletal development.	"How Children Grow and Develop" SRA
Growth proceeds from general to specific responses.	View the films, "Terrible Two's and Trusting Threes" and/or "Frustrating Fours and Fascinating Fives". Watch for different examples showing the principles of growth and development.	Books: Brisbane & Holly, THE DEVELOPING CHILD Fleck, Fernandez and Munves, EXPLORING HOME AND FAMILY LIVING
	Observe these characteristics in pre-school children around your home. Report your findings back to class.	Shuey, Woods & Young, LEARNING ABOUT CHILDREN
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UNDERSTANDING THE BEHAVIOR AND GUIDANCE OF CHILDREN

MAIN STATEMENTS: All behavior is caused and if new or different behavior is desirable, the identification of the cause is important.

When the principles of guidance are well understood and applied, this will contribute to becoming a happy, well-adjusted person.

Objective: As a result of the study of these concepts, the aide will be able to relate well with children by using the principles of guidance based on an understanding of behavior.

Content	Learning Experiences	Resources
There is an interrelationship between heredity, environment, level of maturity and health that influences behavior.	Use actions of students, pictures or films illustrating behavior. Discuss to bring out the many reasons people behave as they do.	Book: Ilg and Ames, CHILD BEHAVIOR
	Observe babies in the hospital nursery and then discuss to bring out the differences in tempo, in affiliative behavior and aggressiveness.	Books: Stone and Church, CHILDHOOD AND ADOLESCENCE Hymes, THE CHILD UNDER SIX
When an individual experiences satisfaction from the results of a certain pattern of behavior, he is likely to incorporate that pattern into his behavior.	Observe some pre-arranged startling behavior. After students react, discuss reasons why people react differently to the same stimulus.	Brisbane, THE DEVELOPING CHILD

Content	Learning Experiences	Resources
	Observe minute drama or role playing to illustrate such things as temper tantrums, sharing, etc., which are reinforced because they gain desired results.	Books: Hymes, THE CHILD UNDER SIX Brisbane, THE DEVELOPING CHILD
	Observe films to see influence of culture on child. Discuss effect of environment on behavior, bringing out influence girls will have on the children they care for.	Films: "Sibling Rivalries and Personality" McGraw-Hill "Bathing Babies in Three Cultures" New York Film Library "Four Families" McGraw-Hill
Certain Types of behavior can be expected of children at certain ages and stages.	Observe film to see characteristic behavior at various stages.	Film: "A Long Time to Grow" New York University Film Library
	Observe children in home or community and report characteristics of behavior.	Books: Ilg and Ames, CHILD BEHAVIOR Leavitt, NURSERY-KINDERGARTEN EDUCATION
The way a child feels about himself affects his behavior.	Role play minute drama or use anecdotal record to illustrate effect of the way a child feels about himself.	Pamphlets; "Colorado Preschool Guide" "Building self-confidence in Children" SRA

Content	Learning Experiences	Resources
	Make a bulletin board using pictures that show an adult or child feeling successful about a certain task. Discuss the feeling.	
A child needs to feel successful and confident in developmental tasks in order to build a firm foundation for future tasks.	Read story of Ricky's Model Airplane Kit in Langford's book, page 90, to see the need to feel successful.	Book: Langford, GUIDANCE OF THE YOUNG CHILD, p. 90
	Discuss in buzz groups new experiences we have had--how did we react? Why do we need to feel successful? How did we feel when we weren't successful?	
	Discuss in buzz groups factors which aid children to learn independence, emphasizing the value of encouragement, assistance and provisions of opportunities to foster feelings of self-worth.	
	Use role play to illustrate certain situations where an aide can help a child feel successful with a certain task.	

Content	Learning Experiences	Resources
The long-range purpose of guidance is a happy, well-adjusted person with self-guidance and discipline.	Use pictures to illustrate the basic needs of pre-school children. Discuss these needs. Discuss how to adapt a nursery school program to meet the needs of individual children; such as a tired child, an angry child, a restless child.	Books: Jenkins, Shacter and Bauer, THESE ARE YOUR CHILDREN Langford, GUIDANCE OF THE YOUNG CHILD Pamphlet: Frank, "The Fundamental Needs of Children"
There are certain basic needs which are common to the age and maturity of the child.	Role play situations where planning has not been thought through to meet the needs of the children.	
Guidance needs to be appropriate to the age and maturity of the child.	See the films, "Terrible Two's and Trusting Threes" and/or "Frustrating Fours and Fascinating Fives", to see how guidance was used. Was it appropriate to the age and maturity of the child?	Films: "Terrible Two's and Trusting Threes" McGraw-Hill "Frustrating Fours and Fascinating Fives" McGraw-Hill
	Observe a child care situation and evaluate how the child was guided by the nursery school teacher. How did the child react? Was it effective and appropriate?	

Content	Learning Experiences	Resources
	Discuss punishment students have seen administered to children. Discuss and evaluate how they felt about it and how they thought the child felt.	Books: Read, THE NURSERY SCHOOL Smart and Smart, LIVING AND LEARNING WITH CHILDREN
	Discuss the goals that should be considered when guiding the child.	Shuey, Woods and Young, LEARNING ABOUT CHILDREN
There are different types and techniques of guidance.	Read aloud in roles the play "Scattered Showers" to illustrate three ways of guidance and discuss to bring out purposes of guidance.	Stirling, FAMILY LIFE PLAYS
	Students divide into buzz groups and decide on some methods of guidance that they remember having used on them that helped them grow in self-confidence and self-discipline.	Hurlock, CHILD DEVELOPMENT Pitcher and Amer, THE GUIDANCE NURSERY SCHOOL
	See film to observe guidance given at start of nursery school. Discuss methods that help child adjust.	Film: "Starting Nursery School--Patterns of Beginning" New York University Film Libr.

Content	Learning Experiences	Resources
	Use role playing to illustrate consistent and inconsistent guidance practices. Discuss the guidance practices used in each situation.	
	See film and note successful techniques of guidance. Review observations and discuss guidance that was successful.	Film: "He Acts His Age" McGraw-Hill
	Use role playing to show how to explain to a child why certain behavior is undesirable--such as, hitting another child with an object, pushing on the stairs, throwing rocks.	Pamphlets: "A Guide To Better Discipline" "Why Children Misbehave"
	Use discussion and/or role play to illustrate: active or direct guidance, setting the stage, setting and supporting limits.	Books: Langford, GUIDANCE OF THE YOUNG CHILD Fletcher, THE ADULT AND THE NURSERY SCHOOL CHILD

Content	Learning Experiences	Resources
	See films to initiate discussion on when adults should enter a situation.	Films: "When Should Grownups Help" New York Uni. Film Library.
	Discuss outlets that can be made available in the child care center and nursery school for strong feelings (examples: running, punching bag, carpentry, plastic media).	"When Should Grownups Stop a Fight" New York University Film Library Books: Langford, GUIDANCE OF A YOUNG CHILD
	Practice giving directions in a positive way. Use words the child understands. Listen to each person's tone of voice in practicing direction-giving.	Pitcher and Ames, THE GUIDANCE NURSERY SCHOOL.

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HELPING YOUNG CHILDREN PLAY

MAIN STATEMENT: Play is a learning experience and it contributes substantially to the total development of the child.

Objective: As a result of the study of this concept, the aide will provide play experiences geared to the child's stage of growth for optimum level of development.

Content	Learning Experiences	Resources
When appropriate play experiences are provided for the child, he is helped toward reaching his optimum level of development.	Observe pictures and discuss play activities in them. List why play is important and how it helps one to grow and develop.	Pamphlet: Green & Wood, "A Nursery School Handbook"
Play aides in development of motor skills, coordination, and provides an outlet for excess energy.	Observe different types of play activities.	Books: Langford, GUIDANCE OF THE YOUNG CHILD Shuey, Woods & Young, LIVING AND LEARNING WITH CHILDREN
	List games, toys, and equipment for large and small muscle development.	Brisbane, THE DEVELOPING CHILD
	Plan some activities for active and quiet play. Take one activity and carry it out with a group of children. Evaluate the activity according to suitability to age, needs, abilities, etc.	Hartley & others. UNDERSTANDING CHILDREN'S PLAY Films: "The Child at Play" "Early Play" "Children's Play"
	Plan a suitable activity for an aggressive child.	

Content	Learning Experiences	Resources
Play aids in the development of the child's mind, character and imagination.	Observe children at imaginactive play and discuss observations. Report on how play contributes to the development of creativeness, imagination, curiosity, social development, intellectual development and emotional development. Discuss in a buzz group, play that aids the development of a child's mind, character and imagination for various stages of development.	Books: Smart & Smart, LIVING IN FAMILIES Goodspeed & Others, CHILD CARE AND GUIDANCE Brisbane, THE DEVELOPING CHILD
As a child grows and develops toward maturity, his activities progress through the stages of solitary, parallel, and group play.	Look at pictures of children engaged in solitary, parallel and group activities and discuss the elements of each type of play. Observe children at various stages of development, noting the differences in solitary, parallel and group play.	Books: Brisbane, THE DEVELOPING CHILD Page, PLAY TIME IN THE FIRST FIVE YEARS

Content	Learning Experiences	Resources
	Guide some children in different types of play activities. Report your results.	
When the aide is able to select materials and perform and guide appropriate play experiences. he can be more effective in his job.	Observe an experienced person (trainee and/or teacher) supervising problems encountered in play. How were the situ-actions handled? Was it effective?	
When play experiences are reinforced by proper guidance and supervision, the child is better able to make adjustments and is freer to express himself in acceptable ways.	Supervise free play with small groups and discuss the problems in working with children.	
	View films which show the child's readiness to talk things over, share and cooperate. Discuss the adult's role in these situations.	Films: "Childrens Emotions" "Answering the Child's Why" "Terrible Twos, Trusting Threes" "Starting Nursery School" "It's a Small World" "Frustrating Fours and Fascinating Fives"

Content	Learning Experiences	Resources
An aide must be skilled in selecting and working with creative media to enrich the experiences of the child.	Practice different techniques in working with art media (finger painting, easel painting, block printing, play doughs, collages)	Pamphlets: Osborn and Others, "Creative Activities for Young Children"
	Observe storytime. Discuss good techniques for storytelling. Practice skills in reading and telling stories. Read a suitable story to a small group. Evaluate the results.	Lambert and others, "What A child Can Do" Green and Wood, "A Nursery School Handbook" Kawin, "A Wise Use of Toys"
	Learn childrens' songs by listening to records. Practice singing songs with children.	
	Observe and practice finger plays,	Books: Evans, FORTY BASIC RHYTHMS FOR CHILDREN
	Evaluate creative activities for various levels of ability. Select and plan activities for use in one day's experience at nursery school.	Grayson, LET'S DO FINGER PLAY

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HEALTH AND SAFETY NEEDS

MAIN STATEMENT: When health and safety needs of a child are adequately met, this will contribute to his well-being.

Objective: As a result of the study of this concept, the aide will be able to determine health and safety needs for the physical well-being of children.

Content	Learning Experiences	Resources
Children need assistance in developing good health habits.	View pictures showing a child eating his meal and an adult eating his meal.	Pamphlet: "Feeding Little Folks"
The kind and amount of food consumed is in accordance with the age and size of each child.	Discuss size and amount of portions; child being overwhelmed by quantities he can never eat; preference for easily handled foods; and the serving of attractive foods.	Film Strip: "Design for Happy Mealtimes"
	Plan and evaluate meals according to principles learned.	Films: "Why Tommy Won't Eat" "Foods As Children See It"
	View films and discuss food habits of small children as shown.	
	Discuss topics to bring out importance of emotional climate of mealtime.	

Content	Learning Experiences	Resources
Clothing should be appropriate to the activity and occasion.	View samples of children's clothing. Discuss appropriateness of clothing to activity, occasion and durability.	Book: Brisbane, THE DEVELING CHILD
	Read about or observe problems children of various ages have mastering motor skills involved in dressing.	Film: "Clothing for Children"
	Compare manner in which children at different ages attempt to dress themselves.	
	Contact buyer in Children's Wear department for discussion on appropriateness of children's wearing apparel to the season and activity.	
The kind and amount of rest required is in accordance to the age and health of the child.	Observe rest habits of preschool children, paying particular attention to those who show indication of fatigue or lack of vitality.	Books: Brisbane, THE DEVELING CHILD Shuey, Woods & Young, LEARNING ABOUR CHILDREN
	Consult references to learn the environment conducive for rest time.	

Content	Learning Experiences	Resources
	Observe some children, noting differences in rest habits after very active play as opposed to less active play.	
	Draw general statements about relationship of degree of activity and rest to age and health of child.	
Routines of personal cleanliness contribute to the child's physical well-being.	Observe habits of cleanliness (before and after toileting, before eating). Record and discuss observations.	
	Use the play in Smart and Smart, page 40. "Learning About Germs" Use the questions as a basis for discussion.	Book: Smart and Smart, LIVING AND LEARNING WITH CHILDREN
Safe health standards in the nursery school contribute to a healthy enviornment for the child.	Observe visual aids giving statistics of accidents occurring among children.	Brisbane, THE DEVELOPING CHILD
Organization for safety both indoors and outdoors will help eliminate hazards.	Observe 'mock' situations which include hazards (sharp, broken equipment; poison; wet floors)	Bauer, THE NEW HEALTH AND SAFETY

Content	Learning Experiences	Resources
Knowledge of safety procedures and skill in handling accidents will promote a safe environment.	View film on first aide. Study and discuss fundamental first aid procedures. Discuss procedures that aide would follow in a nursery school.	Book: Bauer, THE NEW HEALTH AND SAFETY.
	Practice first aid treatment until proficient.	
	Listen to representative of fire department talk on fire prevention and fire fighting.	
	Review school regulations for fire drill; adapt to include small children.	
	Devise ways to enlist cooperation of children without building fear.	
	Execute fire drill to practice evacuating small children.	
	Devise check list to evaluate a safe nursery school environment. Evaluate a school.	

Content	Learning Experiences	Resources
When attention is given to health routines, the physical well-being of the child is enhanced.	Discuss duties of the aide when helping children in routine situations: toileting, mealtime, rest, dressing.	Books: Read, THE NURSERY SCHOOL Shuey, Woods, & Young, LEARNING ABOUT CHILDREN
	List differences in what may be expected of the aide in various routine situations.	Colorado Assoc. of F.H.A., PRESCHOOL GUIDE
	Observe responsibilities related to routines that aides assist with, in several day care centers or nursery schools.	Pamphlet: "Child's Self-Help Overall"
	Discuss relationship of routines to feelings of security the child's happiness and his development of independence.	Book: Langford, GUIDANCE OF THE YOUNG CHILD
	List sanitation techniques aide should use in child care centers.	Book: Leverton, FOOD BECOMES YOU
	Make list of housekeeping standards and relate to cleanliness of laboratory, preparation of food, and caring for soiled clothing.	Pamphlets: "Food for Groups of Children Cared for During the Day" "Eating Problems of Children"

Content	Learning Experiences	Resources
	Discuss importance of protecting health of the child by adapting outside clothing to temperature, avoiding drafts, regulating room temperature.	
	Discuss values received from sanitation in caring for drinking cups, toys and play areas, rest centers, bathroom facilities, soiled clothing, etc.	
	Invite school nurse, doctor, and/or dietition to discuss ways of protecting physical health of nursery school children.	
Recognizing and reporting early signs of illness promotes physical health of children in nursery school.	Discuss types of childhood communicable diseases.	Pamphlets: "ABC's of Childhood Diseases" "Infant Care" Green and Woods, "A Nursery School Handbook for Teachers and Parents"
	List symptoms you should know in order to be able to recognize signs of illness.	
	Show films: "Childhood Diseases" and "How to Catch a Cold"	Films: "Childhood Diseases" "How to Catch a Cold"

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MANAGEMENT IN THE CHILD CARE CENTER

MAIN STATEMENT: When management is applied according to objectives and policies of the child care center, the program will be more effective.

Objective: As a result of the study of this concept, the aide will be able to understand and apply management to objectives and policies of the child care center.

Content	Learning Experiences	Resources
The child care facility will operate more efficiently when there are satisfactory personal relationships.	Discuss both common and differing elements of the following interrelationships: employer-employee employee-employer	Books Allen and Briggs, MIND YOUR MANNERS
Understanding of employer-employee roles will clarify responsibilities and duties of personnel.	Discuss child care center policies concerning visitors.	Ahern, TEENAGE LIVING Stephenson and Millet, AS OTHERS LIKE YOU
	Discuss proper procedure and etiquette for receiving visitors at the center.	
	Do rolepplaying, illustrating the gracious hostess. Discuss.	
	Divide into various groups and show how to meet parents under varying circumstances.	
	Discuss ethics involved in giving information and opinions about the children.	

Content	Learning Experiences	Resources
The child care facility will operate more efficiently when clerical activities are performed accurately and promptly by employees.	Practice with tape recorder receiving and relaying messages. Study forms for record keeping. Practice recording information on the children, compare methods used on different forms. Use role play to illustrate the correct ways of: reporting a fire, calling an ambulance, calling the police, or calling the poison center or hospital.	Books: Todd and Heffernan. THE YEARS BEFORE SCHOOL Read, THE NURSERY SCHOOL Pamphlets: "Suggestions for Establishing Child Development Laboratory: "Preschool Guide," Colorado "Homemade Toys That Teach" "Children Can Be Fun' "Homemade Toys"
The child care center will operate more efficiently when equipment and supplies are well chosen and correctly used, stored,and maintained.	Visit a child care center when it is not in operation. and observe the types of facilities and equipment available for use. Examine books and catalogs on equipment; list standards of desirable equipment in establishing a child care center.	

Content	Learning Experiences	Resources
	Take a field trip to a local store or toy factory to see toys and equipment available for use with children.	Catalogues: American Playground Device Co. Constructive Playthings Creative Playthings Novo Educational Toys and Equipment Corporation Playskill Manufacturing Co.
	Make a display of good and poor examples of commercial toys available for use with children. Explain why some are more desirable than others.	
	Discuss the use of equipment and how it can be adapted for use in other situations. Discuss how equipment can be improvised.	
	Make toys and small equipment from available resources.	
Knowledge of operating the equipment is necessary to use the equipment effectively.	Examine and become acquainted with available audio-visual equipment.	
	Invite a qualified instructor to demonstrate audio-visual equipment.	

Content	Learning Experiences	Resources
	Trainee demonstration of use of equipment that might be available in the centers.	
Adequate storage facilities for a variety of equipment and materials are necessary for keeping the equipment in good working condition.	Discuss types of play equipment used for outdoor activities and how it should be protected from the weather.	
	Inspect indoor storage facilities of a center and discuss equipment which needs special storage.	
	Work in groups to plan storage areas for a given situation. Evaluate.	
If equipment and supplies are kept clean and repaired, they will be available for use when needed.	Observe a center in action and compile a list of clean-up activities in which the nursery school teachers are involved. Discuss.	
	Develop ideas for identification, sorting, and storage of equipment.	

Content	Learning Experiences	Resources
Advance preparation of creative media is necessary.	View a display of creative media. Discuss what each media contributes to the child. Listen to an art teacher explain the value of creative media in the child care center. Bring one example of creative material to class, presenting the values and uses. Collect recipes for doughs and finger paints; mix and evaluate media. Experiment and discuss different methods of using finger paint and doughs, and other creative materials the students are not familiar with.	Clay; finger paint; easel paint, brushed, easel; assorted paper; scrap materials; scissors; paste; etc. Books: Langord, GUIDANCE OF THE YOUNG CHILD Todd and Heffernan, YEARS BEFORE SCHOOL Pamphlets: Green and Woods, "Nursery School Handbook" Lambert and Christenson, "What a Child Can Do" Osborn and Haupt, "Creative Activities for Young Children"

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GUIDE FOR SETTING UP A LABORATORY

Introduction
Planning the Program
Enrolling the Children
Physical Set-Up
Staff Recommendations
Observation Guides
Records
Evaluation

(Working Copy, Only)

GUIDE FOR SETTING UP A LABORATORY

INTRODUCTION

"Child guidance for optimal development is a cooperative enterprise, shared at best by home, school and community."* The play school or child study center becomes a vital part of this since its primary purpose is to provide a study center or laboratory of pre-schoolers in a high school setting. Students learn more about children and how to work with them effectively through actual observation and participation with children than by the method of discussion alone. In a child study center, the student gains skills in how to care for and guide children in everyday activities and routines, and develops a sense of responsibility as a child care worker.

In setting up a child study center, the homemaking teacher must determine:

1. if adequate space is available
2. if needed equipment can be obtained
3. if a number of pre-school children live reasonably near the high school
4. if such a program can be incorporated into staff and student schedules
5. if funds are available for establishment and maintenance
6. what state or local standards must be met

Preliminary plans need to be discussed first with the school administrators and other members of the Homemaking Department. If the program seems feasible, it should then be planned and developed with the help of those likely to be involved--the advisory committee, parents, and directors of near-by child care centers such as private nursery schools or day care centers.

PLANNING THE PROGRAM

The hours should be of sufficient length to provide a meaningful experience for the children, as well as to offer sufficient opportunity for the high school pupil to observe and develop skills in working with young children. Two consecutive periods are recommended while an even longer time is desirable. The number of days per week the laboratory is in session will depend upon the number of students and supervising teachers involved, and the schedule developed for participation and classroom study. The time spent by the trainee in this program should provide for:

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*Green and Wood, A Nursery School Handbook, quoting Helen Christianson, Ph. D.

1. observations
2. opportunity to plan for participation in the laboratory
3. experiences with the children
4. evaluation and discussion of laboratory experiences

The program for the children must include a variety of activities for the child's enrichment and for the maximum experience of the trainee. The trainee's daily schedule should parallel as nearly as possible, the entire time the children attend. In this way, the trainee can have experience with all routines and activities while preserving some of the values of a flexible program for the pre-schoolers. While the preschool program must be flexible and adapted to the needs of the children, it will still be necessary for the teacher to plan with the students for specific kinds of experiences.

ENROLLING THE CHILDREN

The primary responsibility for the selection of children should rest with the person in charge of the study center. It is desirable to include children of both sexes, of similar age, and of different races or cultural backgrounds. The teacher should guard against enrolling those who are too immature or too advanced for the group. (The average three and four-year-olds are usually considered to be of a desirable age.) The enrollment should probably not exceed 15. A file should be kept of additional names so that vacancies can be filled without delay.

Children may be enrolled from various sources--children of faculty members, students' younger brothers and sisters, children of the school's alumni, or those discovered by contacts made through the nearby elementary schools. They should live close enough to school so attendance may be regular even in bad weather.

Parents should understand it is their responsibility to get the child to and from the center on time. Also, they should always be "on call" in case of an emergency, or supply the name of someone else who might be called in their absence. It is often desirable, where possible, to request one or two days volunteer help from parents. They should also expect to attend any parent conferences or meetings which might be scheduled.

PHYSICAL SET-UP

The room for the child study center must be large enough so the children will be able to move about freely and play without too many restrictions. It should be comfortable and safe. The amount of space needed varies with the number of children enrolled in the center and the number of high school students in the class.

Generally, the following spaces are needed:

1. a free play space, including an outdoor space if possible (recommended minimum standard--35 sq. ft. per child indoor space, and 75 sq. ft. per child outdoor)
2. toilet facilities accessible from both indoor and outdoor play areas
3. hand-washing facilities
4. storage space for toys
5. storage space for wraps
6. accessible drinking water
7. an eating area
8. observation facilities for students

There should be adequate fire exits, safe drinking water, sanitary food storage and service, and proper lighting and ventilation for the indoor areas. All areas where the children play should be free of hazards, and the toys and equipment checked regularly for broken parts, sharp corners or splinters.

To further protect the health and safety of the children, plan for:

1. doctor's examination and adequate immunization of each child before enrollment.
2. daily health inspection upon arrival at the center (if possible, the school nursery should do this; however, a teacher can develop skill in detecting signs of illness by noting the condition of the eyes, throat, skin and scalp.)
3. careful planning of facilities to avoid unnecessary hazards.

4. constant supervision to provide for the safety of the children.
5. the practice of good health habits on the part of the trainees, and their exclusion from laboratory when they are ill.

The room should be arranged so adults (teacher and/or mother volunteer) and the trainees can be stationed in the different play areas, giving adequate supervision to the children at all times.

Toys and play equipment are the learning tools used in the child study center to develop the child's mind and body, stir his imagination and to promote desirable social interaction. The selection of the items should offer a balance in active, quiet, creative, dramatic and social play. A toy is useful to a child only if it is appropriate for his age and if he has an interest in it. Therefore, a variety of play materials must be provided.

Homemade toys and equipment can lend much to the child study center. Scrap materials such as cardboard cartons, packing boxes, newsprint ends, and pieces of cloth can help fill the need for inexpensive but adequate play materials.

A few of the important guide lines for selecting the toys and play materials are: they should be safe, durable, attractive in appearance, well constructed, easily cleaned, scaled to the child's size, appropriate to his age, and easily used with little adult assistance. The amount of space available both for use and storage will also need to be considered.

STAFF RECOMMENDATIONS

The teacher is of vital importance in a child's preschool experience since she plays a major role in his present well-being and in the formation of many of his future attitudes and feelings. It is essential that she have adequate background and experience in the area of child care.

It is recommended that there be at least two adults with any group of children, so that they need never be left without supervision. In order to maintain this ration, mothers may be enlisted or teachers in the department may provide part-time leadership.

OBSERVATION GUIDES

Looking and listening are essential skills a child care worker will need. Effective observations must be based on the understanding of characteristics and interests of children at a given stage of maturity. The specific observation experiences should be planned in class, with a follow-up discussion at a later date.

Some phases of learning and growth of which observations may be made are:

1. reactions to play materials and equipment
2. social development according to age
3. motor development and physical growth
4. language and speech development at a given age
5. learning experience through stories, pictures, music and rhythm
6. self-reliance in routines such as toileting, eating, washing and dressing.

For effective study in these areas, the student will need to see, hear, and take notes on such things as:

1. instances of happiness or unhappiness, and reasons for them
2. evidence of cooperation
3. how children resolve their problems
4. ways children attempt to get acquainted and the results
5. play materials which seem most popular and why
6. success of the story period and why
7. the reaction of children to mealtime (or snack period) and rest
8. the needs of individual children
9. signs of illness.

To aid the student in making a meaningful record of what he has seen or heard, the following suggestions may prove helpful:

1. sit closely enough to hear and see distinctly, but yet be unobtrusive
2. try to note the exact sequence of events and conversations

3. enter into the conversation as little as possible, but still maintain friendly relationships with the children
4. give assistance only when an "adult" is needed

RECORDS

Accurate and informative records are essential to any educational project. The records to be kept in this particular program will contain information regarding the preschool and the child-care trainee.

1. It is important that dates be used extensively in all record keeping as it helps evaluate progress.
2. The records should contain pertinent, consistent and objective data.
3. A comulative record for each child should be started upon his entrance into the child study center; thus resulting in a permanent, longitudinal record.
4. Forms and details will vary; however, the kinds of information recorded will include such items as:
   a. home and family background
   b. developmental history
   c. social adjustment; child-adult relationships
   d. recurring patterns of behavior and health
   e. likes and dislikes of the child
   f. interests and abilities of the child

Information which may be recorded is gained from a variety of sources:

1. enrollment forms
2. health records (past health history and results of examinations)
3. day to day observations
4. parent contacts--interviews and home visits as well as parent-teacher conferences

Records should be kept only if the information is needed, and should be shared only at the discretion of the teacher--those of the preschooler with the parents of that child, and those of the trainee with the school administrators or potential employers. Trainees must learn to refrain from discussing problems of the preschoolers outside of class. Records kept by the trainee will need to be checked by the teacher for objectivity and accuracy.

EVALUATION

The value and progress of a program can be determined only through continual and extensive evaluations. The following areas should be studied if the child study center and training program are to be evaluated:

1. environment
2. materials and equipment
3. staff (qualifications and effectiveness of teachers, trainees and aides)
4. teacher-child ratio and teacher-trainee ratio
5. child's growth toward maturity
6. parent participation
7. effectiveness of the training program for the trainee
8. trainee's success in obtaining and keeping a job

There are many methods of determining the effectiveness of the child study center, including oral or written reports, discussion and planning sessions, which should reflect any change of attitudes and level of performance; staff observations; student sketches; and problem situations set up by the teacher or student. Results of the evaluation should be studied carefully so that the program continues to meet the objectives it was designed to fulfill.

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